

**An overview of the Integrated Inquiry planning model (Kath Murdoch, 2010)**  
**(NOTE: WHILST PHASES ARE BROADLY SEQUENTIAL. MOVEMENT BETWEEN THE PHASES IS EXPECTED)**

<p><b>Broad focus for an inquiry (linked to school throughlines/BIG IDEAS)</b></p> <p><b>Eg: How do diverse cultures enrich our community?</b>  <b>How and why to societies change over time?</b></p>	<p>Importantly, the focus for the unit should be selected with a 'big picture' in mind. School and system level curriculum documents may assist. Foci will often be modified through negotiation with students or in conjunction with events or issues arising in the local or global community.</p>	<p><i>Ideally, these conversations are carried out by a team of teachers – prior to the inquiry and revisited throughout the inquiry – documentation should be reshaped as the inquiry unfolds. The 'frame' of the inquiry must be informed by students. This planning should be displayed and made transparent to students. Students questions and interests can be gathered before these phases to inform teacher conversation.</i></p>
<p><b>Generative question/s</b></p> <p><i>Eg: Why call Australia home?</i></p>	<p>What's the inquiry really about? What is the <b>key idea? What big question/s will we explore?</b> This question has generative potential – it is open and often provocative. (Imagine this question on your classroom wall) In some cases, students help devise the question. The question may be framed as a problem, a provocation, a wondering....</p>	
<p><b>Understandings, Skills and values</b></p> <p><b>Eg:</b>  <b>Understanding:</b> <i>There are many reasons why people leave their country of birth and come to live in a new country.</i></p> <p><b>Skill:</b> <i>in this unit we will focus on empathic thinking - learning how to express what others might be thinking or feeling about the same situation.</i></p> <p>• <i>Students self assess skills and understanding at the beginning and end of the unit</i></p>	<p>What do we want students to <b>understand</b> more deeply by the end of the inquiry? What is important to know about this? (Link to big ideas). What key skills , strategies, qualities and values will be enriched through this inquiry? <i>Link skills to generic areas: thinking, communication, self management, social, ict</i></p> <p><b>Ask yourself: How will we know if they understand? What evidence would we gather?</b></p>	
<p><b>Tuning in (to students – not just the topic!)</b></p> <p><b>Eg:</b> <i>On a mind map, students show what they already think about why people make Australia their new home These maps are compared – what are we saying? What patterns are we noticing? What are we wondering?</i></p>	<p>Engagement and <b>gathering prior knowledge</b>, pre <b>ASSESSMENT</b> questions for inquiry, goal setting. Sometimes, students will require some early <b>immersion or 'front loading'</b> in the topic if little is known/experienced. <b>Some questions may emerge from students at this stage. What theories do we have? How do already understand this? Ask students: how could we find out more about this?</b></p>	<p><i>Use these to <b>refine</b> initial plans. Keep samples to help students self-assess. Spend time watching and listening. What are your students showing you? Where to now? How can we address their needs and interests?</i></p>

<b>Finding out</b>  <b>Eg:</b> <i>Invite people to share their stories. As a class, students hear from several people who have migrated to Australia.</i>	<b>Experiences</b> and texts that add to knowledge base – emphasis on gathering <b>data first hand</b> and in a range of ways (usually shared experiences)... linked to understanding goals. Data gathering – through engaging with experts, surveys, interviews, film, experiments, observations, field work...	<i>Involve students in deciding how you might find out more. Keep building banks of student questions. Focus on teaching students the skills and strategies used by 'researchers' to find out about something. Build capacity to inquire</i>
<b>Sorting out</b> <b>Eg:</b> <i>Using drama and visual art, students re-tell and interpret the stories they have heard. Compare and contrast using venn diagrams</i>	Organising, analysing and communicating the information gathered using <b>a range of learning areas</b> – eg: through maths, arts, English, drama, music, technology, etc. Reflective thinking work – revising original theories and propositions. Reviewing the big question...What meaning can we make of this data? What are we learning?	<i>Students will be synthesizing their learning and beginning to make connections. Keep reviewing questions and initial thinking. Show students how they can organize the information they have and express their learning.</i>
<b>Going Further</b> <b>Eg:</b> <i>having explored the question as a class, students now develop their own question for investigation and work through a mini personal inquiry.</i>	Raising or revisiting questions, <b>extending</b> experiences challenging assumptions – usually <b>individually negotiated. May be students following personal inquiry into own questions – initiated earlier in the unit or raising new questions to investigate. This stage is characterized by differentiated programming</b>	<i>The emphasis here is on choice and differentiation. Here is where individuals and groups will take the inquiry into new and sometimes unexpected territory!</i>
<b>Drawing Conclusions</b>  <b>EG:</b> <i>Revisit the essential question: why make Australia home? Create team debates to respond to the question in the affirmative and negative</i>	Stating revised understandings – <b>what do we think and know now?</b> How do we feel? <b>High level thinking</b> about the topic. Identifying avenues for action and application. Generalising (should be done throughout)	<i>These phases are most often woven throughout the unit. Explicit connections must be articulated. It is good to use some synthesis strategies here to help students clarify how their concepts have changed.</i>
<b>EG: Reflecting and acting</b> <b>Review the mind maps made at the beginning the unit. Reflect: what have we learned? How has our thinking changed? What can we do with this learning?</b>	<b>Now what? Taking action.</b> Reflecting on the unit –what how and why learning has come about? What did I learn about this topic? What did I learn about myself? What should I do now? (reflect all the way through...)	<i>Action may be shared or individual and may emerge as a result of the inquiry OR be embedded into the inquiry itself,</i>